

## Additional PQA Documentation Notes for GSRP Classrooms

These notes are a collaborative effort between the HighScope Educational Research Foundation© and the Michigan Department of Education (MDE). They serve as a guide for correctly documenting information from *Great Start Readiness Program* (GSRP) classrooms. These notes will help early childhood specialists use the *Preschool Program Quality Assessment* (PQA) consistently with MDE Consultants.

### Learning Environment

When consultants enter a classroom for an observation, one of the first things they do is scan the room. You can see evidence of the teacher's philosophy of early childhood education in the room arrangement, materials on the shelves and posting on the walls. As you score this section, ask yourself if your evidence is capturing that sense of philosophy.

Overall for this section: First draw a diagram of the classroom, including what the interest areas are labeled, placement of furniture, and fixed elements (sink, carpet, etc.). You will find it useful to refer back to this page when documenting evidence and scoring items in this section. You may also find it useful to take photos of the environment to refer back to later on. If you want to score evidence from your photos, be sure to also document what you see in the photo as written evidence.

Item	Comment
I-B	Rows 1 and 2: Consultants often see classrooms that incorrectly have a large portion of the room that is not divided into interest areas, but instead has a large "learning rug" for whole group instruction and/or has a cluster of tables for group activities such as journaling, penmanship, worksheets.
I-C	See above. Distinct whole-group "learning rugs" or clusters of tables tend to reduce the amount of space for interest areas, negatively effecting rows 1, 2, and 3.
I-D	Remember to document the temperature and weather on this page if the class does not go outside. We expect children to go outside daily unless the weather is extreme or children's safety is threatened.
I-E	<p>Overall: If you are scoring a 3, remember to give both positive and negative evidence. For example, document in which area items are not grouped by function or type or what items or areas are not labeled.</p> <ul style="list-style-type: none"><li>• Row 1: Look in every area for examples.</li><li>• Row 2: Containers and shelving should both be labeled to score a 5.</li></ul> <p><i>Discussion point:</i> Visual clutter may negatively affect some children's learning. This item, for example, does not require that chairs, tables, walls, doors, sink, etc. to have text labels. Area signs that swing from the ceiling are not easily readable to children and tend to overwhelm the classroom visually.</p>

I-H	This item refers to materials which children can manipulate. Commercial wall-posters do not count as evidence for rows 2 and 3.
I-I	<p>Write down everything that is on the walls, including posters, calendar, evacuation plan, drawings by children, etc.</p> <ul style="list-style-type: none"> <li>Items for adults should be posted at adult-eye level (i.e., emergency procedures, problem solving steps, etc.). As much as possible, children's work can be displayed at children's eyelevel.</li> <li>Row 3: If there are no adult-made displays for children, you may mark this row as "not applicable" and score the item based on the other rows.</li> </ul>
<p><b>Daily Routine</b></p> <p>GSRP requires each component of the daily routine detailed in this section. Programs may use different terminology for each portion of the day. Names for each portion of the day should be easily understood by children. Portions of the day should be reflected in the written schedule posted on the wall for adults, on the visual schedule for children, and reflected in the teachers' lesson plans.</p> <p>Overall for this section, first copy down the written schedule posted on the wall. Then, as you progress through the daily routine, write down the actual schedule (with times) as it happens.</p>	
<b>Item</b>	<b>Comment</b>
II-A	<p>Names for the portions of the day should be consistently documented in GSRP paperwork and consistently used by adults. For example, <i>Outside Time</i> should not have multiple names such as <i>Gross Motor</i> and <i>PE Time</i>.</p> <ul style="list-style-type: none"> <li>Row 1: If a part of the day is missing, be sure to note what is not done.</li> <li>Row 2: If you hear examples from only the adults, or only from children, score it 1. If you hear from one example from a child and one example from an adult, score it 3. If you hear 3 or more examples from a combination of adults and children, record your evidence and score it a 5.</li> </ul>
II-B	<p>For GSRP classrooms, the written schedule posted in the classroom must include descriptive language announcing what children and adults do for each portion of the day. This schedule should also be part of the Parent Handbook. See example in the GSRP Implementation Manual. Be sure to document whether these features are in place.</p> <ul style="list-style-type: none"> <li>Row 1: A classroom <b>may not</b> score a 5 if there are not discrete times for planning time, choice time, recall time, small group, large group, snack/meal, outdoor play, or for school day program, time for rest.</li> <li>Row 2: To score a 5, small group must be a discrete portion of the day (not combined with choice time). In GSRP school-day classrooms, small-group time must occur each morning.</li> <li>Row 2: For GSRP classrooms, planning time, choice time/clean-up, and recall time must occur as a three-part sequence with each choice time. Be sure to document whether or not this sequence occurs.</li> </ul> <p><i>Discussion point:</i> Many GSRP teachers work with consistent small groups for planning time, recall time, small-group time and home visiting. This tends to strengthen relationships and home-school partnering for child development. It also boosts quality for other PQA items (like II-G).</p>
II-C	<ul style="list-style-type: none"> <li>Row 1: You may refer to the actual schedule (that you document) as evidence.</li> <li>Row 1: A classroom should not score a level 5 if: <ul style="list-style-type: none"> <li>There are excessive large-group experiences throughout the day (i.e., 3 large-group</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>times for a part-day sessions, 4 large-group times for a school-day session). <ul style="list-style-type: none"> <li>○ The amount of time for outdoor play is insufficient to allow children to dress themselves and also have about 30 minutes for gross-motor.</li> </ul> </li> <li>• Row 1: For GSRP classrooms, also document if: <ul style="list-style-type: none"> <li>○ The time for meals does not allow children to participate in serving themselves and cleaning up their eating space.</li> <li>○ For a school-day program, rest time is less than 45 minutes.</li> </ul> </li> <li>• Row 2: Be as specific as possible when documenting times spent on activities that seem too long or short. Document, for example, what children were doing or saying at these times.</li> </ul>
II-D	<ul style="list-style-type: none"> <li>• Row 1: For GSRP classrooms, this discrete portion of the day should be reflected in the lesson plan, the posted (written) schedule/Parent Handbook, and the visual schedule for children. Be sure to document whether these features are in place.</li> <li>• Row 2: To score a 5, you may ask the teacher for other lesson plans to find evidence of a “range” of strategies used for planning or you may learn this from interviewing the teacher.</li> </ul>
II-E	<ul style="list-style-type: none"> <li>• Row 1: For GSRP classrooms, this discrete portion of the day should be reflected in the lesson plan, the posted (written) schedule/Parent Handbook, and the visual schedule for children. Be sure to document whether these features are in place.</li> <li>• Small-group time is not to be scheduled concurrently with the primary choice time.</li> </ul>
II-F	<ul style="list-style-type: none"> <li>• Row 1: For GSRP classrooms, this discrete portion of the day should be reflected in the lesson plan, the posted (written) schedule/Parent Handbook, and the visual schedule for children. Be sure to document whether these features are in place.</li> </ul>
II-G	<ul style="list-style-type: none"> <li>• When there are multiple small-group times, evidence should reflect the children’s experience in each small group (not the “best” experience).</li> <li>• If small-group time is held concurrently with the primary choice time, the following items and rows will be negatively affected: <ul style="list-style-type: none"> <li>○ II-A, rows 2 and 3</li> <li>○ II-E, row 2 will be affected, row 3 may be affected</li> <li>○ II-G, row 1 will be affected, row 3 may be affected</li> <li>○ Depending on the class size and the number of adults in the classroom, many other items in the Adult-Child Interaction section will be lower (i.e., they may score 3s rather than 5s because children are “<i>sometimes</i>” supported. When one adult is running a small-group time, that may only leave one other adult to support all the children at work time).</li> </ul> </li> <li>• Row 1: For GSRP classrooms, this discrete portion of the day should be reflected in the lesson plan, the posted (written) schedule/Parent Handbook, and the visual schedule for children. Be sure to document whether these features are in place.</li> </ul>
II-H	<ul style="list-style-type: none"> <li>• Row 1: For GSRP classrooms, this discrete portion of the day should be reflected in the lesson plan, the posted (written) schedule/Parent Handbook, and the visual schedule for children. Please document this evidence in this row.</li> </ul>
II-I	<ul style="list-style-type: none"> <li>• If you see long waits, this should be reflected by the times on your documented actual daily routine.</li> <li>• Note specific examples of choices available to children during transitions as well as specific examples of times when children could/could not finish one activity before moving to another.</li> <li>• Look on the lesson plan for documentation of planned ways for children to transition/or ask the teacher how he/she plans for transitions.</li> <li>• Row 2: If you hear this 3 or more times, score it a 5. If you hear this between 1-3 times, score it a 3. If you don’t hear it at all,</li> </ul>

	<p>score it a 1.</p> <ul style="list-style-type: none"> <li>Row 4: If you see 1 transition strategy (i.e., they sing a song as they walk down the hall), score it a 3. If you see a variety of transition strategies used, score it a 5.</li> </ul>
II-J	<ul style="list-style-type: none"> <li>Row 1: If clean-up is observed, but not on the daily schedule, score it a 1 and continue to document and score the rest of the rows.</li> </ul>
II-K	<ul style="list-style-type: none"> <li>Additional GSRP documentation: If children eat in the cafeteria, determine if this space has been approved for use by children (inspected and approved by the Department of Human Services [DHS] Child Care Licensing Consultant) and whether the cafeteria has furniture sized for preschool children. Document these findings on this page.</li> <li>Row 4: If the classroom as an “open snack” where children are free to eat snack during choice time and a teacher does not sit down and converse or eat with the children present, score this row a 1. If the teacher does sit down and eat and converse with the children present during open snack, other items in the Adult-Child Interaction section may be negatively affected (i.e., children are “<i>sometimes</i>” supported because one adult is at the snack table, leaving the other adult to support all the children at work time.</li> </ul>
II-L	<ul style="list-style-type: none"> <li>Row 1: For GSRP school-day classrooms, outside time must occur each morning and an additional gross motor opportunity should also occur each afternoon. Be sure to document whether these features are in place.</li> <li>Row 1: For GSRP classrooms, this discrete portion of the day should be reflected in the lesson plan, the posted (written) schedule/Parent Handbook, and the visual schedule for children. Be sure to document whether these features are in place.</li> </ul>

## Adult-Child Interaction

This section reflects the “heart and soul” of the classroom. For this section, it’s especially important that you capture a range of interactions (or lack thereof) that happens. Don’t focus on just the “best” example. You should be writing down what teachers are doing and saying (or not doing or saying) throughout the day. Evidence for these items can often be used to cross-reference to other items in this section. When you’ve done your first pass at this section, look it over again. If evidence and scores from one item seems to contradict evidence and scores from another item, it’s possible you need to go back and add some cross-referencing. This is the first section which includes bulleted lists for item descriptors. Remember that where there are bulleted lists, each item must be present to gain the highest score. Some items include examples (e.g.) , which are good examples of what to look for, but not all examples are required to gain the highest score.

**The rule of thumb for scoring for specific interactions: You should have more than three examples positively illustrating the indicator (and none of the negative indicators) to score a 5. If you have less than 3 examples, score the row a 3.**

Item	Comment
III-A	<ul style="list-style-type: none"> <li>If you don’t see examples of any of these indicators, ask the teacher what he/she would do in that situation. Record your evidence as “teacher reports” and score the responses.</li> </ul>
III-B	<ul style="list-style-type: none"> <li>For this item and the rest of the items, be sure to get examples from all staff in the classroom. If Teacher A has appropriate interactions consistently and Teacher B does not, you may be looking at scores of a 3, rather than a 5.</li> </ul>
III-D	<ul style="list-style-type: none"> <li>Row 4: Include specific examples of the types of questions the adults ask. Include examples of times where the teacher made a comment instead of asking a question.</li> </ul>
III-F	<ul style="list-style-type: none"> <li>If row 1 is scored a 1, then row 2, should also be scored a 1, and row 3 would be marked NA. You would then score this item based on rows 1 and 2 (which would be an overall score of a 1).</li> </ul>

III-J	<ul style="list-style-type: none"> <li>Row 1: If you don't hear any praise, it's acceptable to write "Adults did not give praise."</li> <li>Row 2: It's acceptable to write "Adults did not give rewards."</li> </ul>
III-L	<ul style="list-style-type: none"> <li>Row 1: Some examples of things children can do for themselves might include: open milk cartons, pour their own juice, serve themselves from a meal dish, put on coats, hats, and boots, use scissors, tape, do their own art project, hang up their own art project, write their name in their own way, brush their teeth, put on their own dress-up clothes, get their own paint.</li> </ul>
III-M	<ul style="list-style-type: none"> <li>This conflict resolution process is required in all GSRP classrooms.</li> </ul>
<b>Curriculum Planning and Assessment</b> It is important to review files and also complete all interview questions before scoring these items.	
<b>Item</b>	<b>Comment</b>
IV-A	<ul style="list-style-type: none"> <li>Row 1: "Use" is the key word in this item; having curriculum resources "available" is insufficient to score a level 5. Cross-reference with V-D.</li> <li>Row 2: Look for the curriculum to be visible in the room arrangement, words for the areas of the room, portions of the daily routine, lesson plan/daily activities, Parent Handbook, etc.</li> <li>Row 2: Worksheets/workbooks are prohibited for GSRP classroom and home use. Document if these are observed in the classroom or child files.</li> <li>Row 4: Record the title of the document where the curriculum statement exists.</li> </ul>
IV-B	Team Teaching is a GSRP requirement. In high quality team teaching, an observer would have difficulty discerning the Lead Teacher from the Associate Teacher.
IV-C	<ul style="list-style-type: none"> <li>Row 1: It is important to have a systematic approach to file-review. Document planned and completed home visits/conferences. Cross-reference with item V-G. It is a program requirement that: <ul style="list-style-type: none"> <li>Each family receives minimally 4 contacts. Two home visits and two conferences are recommended.</li> <li>Home visits are planned for 60 minutes, notwithstanding travel time, and</li> <li>Conferences are planned for 45 minutes.</li> </ul> </li> <li>Row 1: Do child files include documentation of follow-up/conclusion to child and family referrals? Cross-reference with V-H and V-I.</li> <li>Row 1: Do child files include documentation of GSRP eligibility? Cross-reference with VII-D.</li> </ul>
IV-D	Review all child assessment information for validity and reliability. If a portfolio exists, does it include child-initiated works? <ul style="list-style-type: none"> <li>Row 1: Are anecdotes predominately gathered on child-initiated activities?</li> <li>Row 2: When examining anecdotal notes, consider whether you can fully visualize the behavior: <ul style="list-style-type: none"> <li>Is the portion of the daily routine identified?</li> <li>Is the area of the room identified?</li> <li>Are peers or other adults included in the anecdote?</li> <li>Are materials identified?</li> <li>Is child-language included in the anecdote?</li> </ul> </li> <li>Row 4: Are there sufficient anecdotes to complete each child assessment item, across all developmental domains? In the fall, each assessment item should have at least one anecdote and by the end of the year,</li> </ul>

	<p>each assessment item should have multiple anecdotes.</p> <ul style="list-style-type: none"> <li>• Row 4: For a child with an IEP, is there assessment information from the specialist(s)? Is there documentation of collaborative planning to meet the child's needs?</li> <li>• Row 5: A high quality program will be able to provide specific examples of staff partnering with parents on developmental goals for home and school. May cross-reference with items in Section V.</li> </ul>
IV-E	<p>Child assessment data must be coupled with program evaluation data for analysis and a systematic approach to continuous improvement.</p> <ul style="list-style-type: none"> <li>• Row 1: Are child assessment data aggregated by classroom and by program three times each year?</li> </ul>
<b>Staff Qualifications</b>	
<b>Item</b>	<b>Comment</b>
VI-A	<ul style="list-style-type: none"> <li>• Score this item based on the person who has responsibility for day-to-day administrative decisions for GSRP. For example, this might not be the "Director" as identified on DHS license/approval, but may be an elementary principal or other staff supervisor.</li> </ul>
VI-C	<ul style="list-style-type: none"> <li>• Row 3: For school-day sessions, be sure to document whether "lunch aides" or "break relief" staff have been oriented and trained in program procedures relevant to their roles, for example: <ul style="list-style-type: none"> <li>○ Family style meals</li> <li>○ Support for child communication</li> <li>○ Encouragement of child initiative</li> <li>○ Acknowledgement of child efforts</li> <li>○ Encouragement of peer interaction</li> <li>○ Independent problem solving</li> <li>○ Conflict resolution</li> </ul> </li> <li>• Row 4: For school-day sessions, document how "lunch aides" or "break relief" staff receive ongoing supervision.</li> </ul>
VI-F	<ul style="list-style-type: none"> <li>• Three observation/feedback sessions per year are required.</li> </ul>
VI-G	<ul style="list-style-type: none"> <li>• The premier early childhood organization is NAEYC.</li> <li>• NAEYC memberships are approvable GSRP expenditures.</li> </ul>
<b>Program Management</b>	
<b>Item</b>	<b>Comment</b>
VII-B	<ul style="list-style-type: none"> <li>• Row 1: GSRP class size is capped at 18 children.</li> <li>• Row 2: GSRP grant ratio requirements are 1:8 and a third adult with the 17<sup>th</sup> child.</li> </ul>

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